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ABSTRACT

This survey was conducted pursuant to implementation of the New Jersey State Master Plan for Environmental Education. The data obtained provide a base for characterizing the state of the art of environmental education in New Jersey school districts. A previous survey in 1969 identified 185 public school districts which were then involved in either developing or offering programs; in this survey, 242 public school districts of the 402 districts responding reported having environmental education programs. Of particular note is the increased number of monitoring programs focusing on environmental problems of immediate local interest. More than 80% of all responding districts expressed a readiness to test pilot environmental education materials; more than 65% would assist in the establishment of local citizens' committees for environmental education. One hundred forty-nine school districts reported having staff with special training or degrees in environmental education. (Appended are the instrument used in the survey, descriptions (by code) of public and nonpublic school programs by county, a list of counties in New Jersey by region with the number of districts in each county, and a copy of the New Jersey Environmental Education Act.) (DDC)

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ENVIRONMENTAL EDUCATION IN NEW JERSEY

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Statewide Survey Report

SP 001 900

ED 090174

Prepared For

OFFICE OF PROGRAM DEVELOPMENT, DIVISION OF RESEARCH, PLANNING AND EVALUATION, NEW JERSEY STATE DEPARTMENT OF EDUCATION
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By

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Pursuant to

IMPLEMENTATION OF STATE OF NEW JERSEY

MASTER PLAN FOR ENVIRONMENTAL EDUCATION

PROJECT NUMBER 71-7198

ELEMENTARY AND SECONDARY EDUCATION ACT

OF 1965

TITLE III, SECTION 306

As Amended by Public Law 91-230

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The project reported herein was performed pursuant to a grant from the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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ENVIRONMENTAL EDUCATION IN NEW JERSEY

A Statewide Survey Report

I. INTRODUCTION

In cooperation with the New Jersey State Department of Education, the New Jersey State Council for Environmental Education is charged with implementation of the State Master Plan for Environmental Education. Included in this charge is the responsibility to periodically gather data regarding the status of environmental education programs in the schools.

During the 1971-72 academic year, the Council surveyed the number and types of environmental education programs being developed and offered in public and non-public schools throughout the state. The analysis of the volume of data received from public school districts constitutes the body of this report. Information received from non-public schools is recorded in Appendix D.

The most recent earlier survey was conducted in 1968. More comprehensive data was collected for this report. The information analyzed in this report was gathered through June 1972 and provides an up-to-date directory of school environmental education programs. Further, the data on planned and developed environmental education programs in the schools, as well as reasons given by respondents for not mounting further programs may be useful to all agencies concerned with the development of environ-

mental education.

Collection of the data was achieved by mailing a seven part questionnaire (Appendix A) to each district superintendent in the state. Follow-up questionnaires were mailed (and telephone requests were made) at fixed intervals. Responses were received from 402 districts which represents 66.8% of the 601 school districts surveyed.

Additional survey responses received from 8 districts after the final date were not included in data analysis. Three of these districts which reported environmental education programs are included in Appendix B.

Throughout this report, percentages portrayed are based on a total of 402 districts responding. Of these, 242 districts, or 60.2% of those responding, reported either developing or offering a program. Since all districts did not respond to all questions on the survey form, and some districts reported more than one program, all totals will not add up to 402.

The Council would like to express its appreciation to Mr. Harry Lejda for his assistance with the analysis and graphic presentation of data in this survey report.

II. ANALYSIS OF SURVEY DATA

1. Survey Response - County Percentages

Figure 1 summarizes and compares the percentage of response by county, which ranged from 41.3% to 100%. N represents the total number of districts in each county. Figure 1 does not indicate the existence of a program.

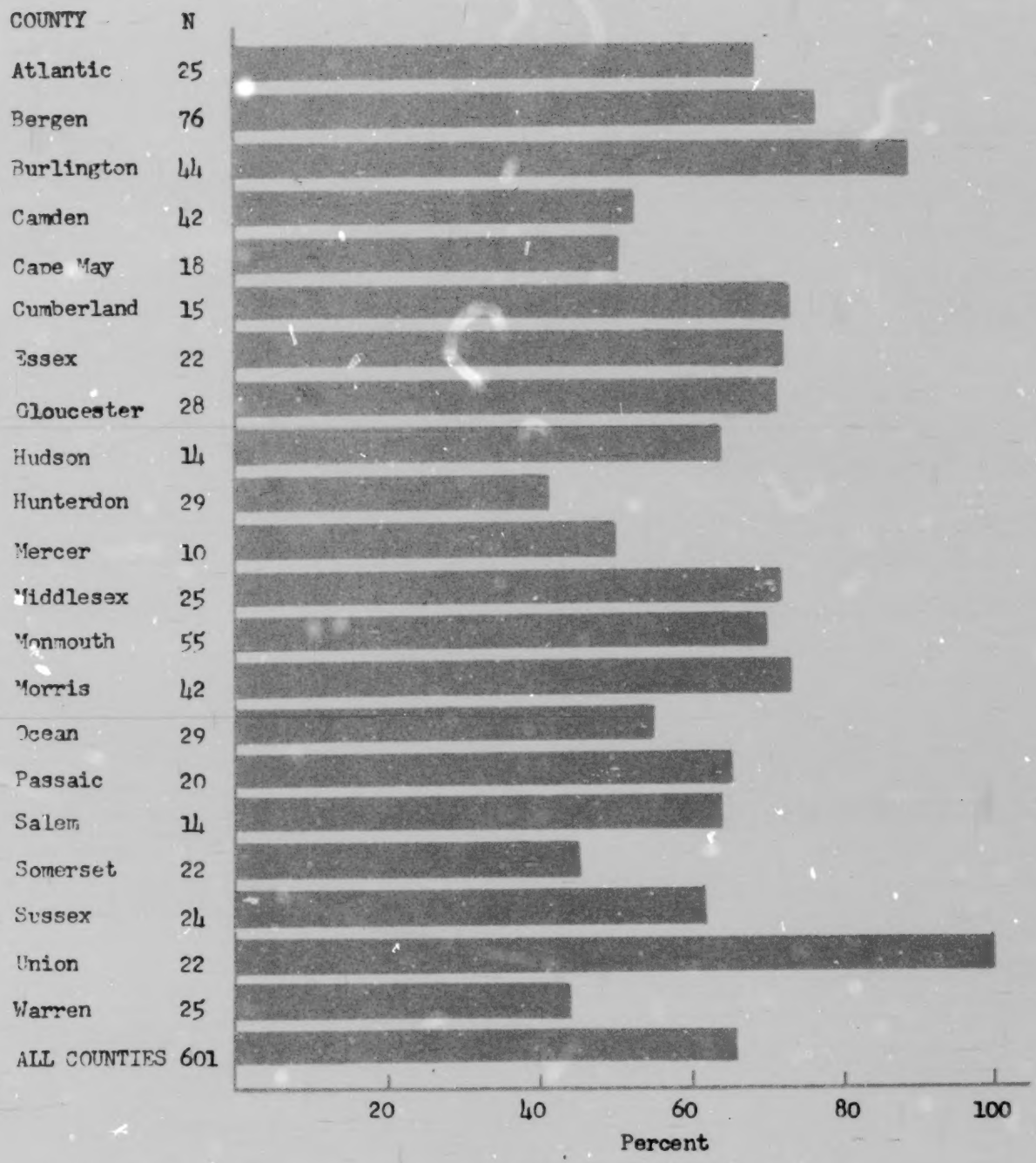

Figure 1. Percentage of Each New Jersey County Responding to Survey.

2. Program Restrictions

One section of the survey requested districts to identify factors which inhibited them from establishing an environmental education program. Districts were able to choose from a list of possible restraints, and include additional factors under the category of "Other".

Table 1 summarizes this data by county from 160 districts. The majority of districts indicated more than one restriction. Three particular restrictions stand out. The first is "Availability of Funds". Listed 120 times, "Availability of Funds" was the most dominant limiting factor selected.

"Staff Qualifications" and "Lack of Curriculum Materials" were the next most dominant factors, and these, combined with "Availability of Funds", account for 62% of all the restrictions listed.

Table 1, particularly the State Totals, indicates a need for additional inservice and pre-service teacher training programs. There is also an apparent need for information at the district level about existing and available curriculum material.

The factor of "Curriculum Restrictions" was not significantly chosen, and might be interpreted as meaning that the present curriculum offerings have the flexibility to include environmental education, but districts lack personnel, materials and funds to accomplish this inclusion.

Finally, the category of "Other Priorities" was chosen 22 times. This category was typically identified as the presence of a more immediate priority such as school evaluation, or problems associated with overcrowded conditions.

Table I. The Number of Each Restriction Chosen by Respondents as the Major Reason for not Developing or Offering an Environmental Education Program.

COUNTY	Restriction									
	Availability of Funds	Teacher Contracts	Transportation	District Location	Curriculum Restrictions	Staff Qualifications	Length of School Day	Lack of Planning Time	Lack of Curriculum Materials	OTHER
ATLANTIC	3	--	--	--	1	3	1	1	--	1
BERGEN	16	--	2	1	7	15	4	12	11	--
BURLINGTON	18	1	3	1	1	14	2	5	9	2
CAMDEN	8	--	3	--	--	4	3	2	5	1
CAPE MAY	4	--	--	--	1	4	--	3	2	--
CUMBERLAND	8	--	2	1	1	5	2	6	5	--
ESSEX	5	--	2	1	1	5	--	4	3	--
GLOUCESTER	7	1	2	--	--	5	--	1	5	2
HUDSON	1	--	--	--	--	2	--	--	2	--
HUNTERDON	3	1	--	--	--	4	2	4	4	2
MERCER	--	--	--	--	--	1	--	--	1	1
MIDDLESEX	3	1	2	1	2	3	2	1	3	1
MONMOUTH	7	--	2	1	3	5	2	6	6	4
MORRIS	10	1	--	--	3	5	2	6	5	2
OCEAN	5	3	2	--	1	5	2	3	4	--
PASSAIC	2	--	--	--	3	1	1	1	2	2
SALEM	5	--	--	1	1	5	1	1	4	--
SOMERSET	1	--	--	--	1	1	--	1	--	--
SUSSEX	5	1	--	--	--	4	2	5	6	1
UNION	5	--	1	--	2	7	3	6	4	1
WARREN	4	--	--	--	2	4	2	1	3	2
STATE TOTAL	120	9	21	7	30	104	31	69	91	22

Table II. Response to Selected Survey Questions Dealing With District's Staff Qualifications and Interest in Environmental Education, by Region.

Question	Region	Response			
		YES		NO	
		N	%	N	%
1. Would your district be interested in testing pilot environmental education curriculum material in the future?	Southern	128	91.4	12	8.6
	Central	64	85.3	11	14.7
	Northern	157	80.7	23	19.3
	ALL	349	83.2	46	16.8
2. Does any staff in the district have special training or degrees in environmental education?	Southern	62	44.6	77	55.4
	Central	26	33.7	51	66.3
	Northern	61	34.2	117	65.8
	ALL	149	37.8	245	62.2
3. Would district be interested in assisting in the development of a "Concerned Citizens" Committee for Environmental Education?	Southern	95	71.4	38	28.6
	Central	44	60.2	29	39.8
	Northern	113	65.0	61	35.0
	ALL	252	66.4	128	33.6

3. Development of New Programs

Several questions sought to determine the districts' interest in testing pilot material and working with community groups as well as the number of districts with staff trained in environmental education. Table II lists responses to these questions.

Responses were grouped according to three geographic regions: (1) Southern, (2) Central, and (3) Northern. This is an arbitrary regional grouping which coincides with the field organization of the New Jersey State Council for

Environmental Education, and provides data which will enable the Council to assist school districts in these areas. Appendix C lists the counties included in each of these regions, and the number of districts in each county.

Table II suggests a readiness by the majority of school districts in each region to test pilot Environmental Education programs, and to assist the development of Environmental Education Citizen Committees, with somewhat stronger interest in the Southern region. This high statewide interest is especially significant in light of the 62.2% of the districts who reported being without specially trained staff in Environmental Education and in relation to the inhibiting factors recorded in Table I.

4. Kinds of Programs

The questionnaire solicited information concerning six distinct types of environmental education programs: (1) interdisciplinary, (2) subject oriented, (3) a specific activity, (4) monitoring, (5) teacher inservice, and (6) community involvement. Figure 2 illustrates the number of these programs being developed or offered.

A "Specific Activity" program was reported by 123 districts. Further analysis was made to determine the primary emphasis listed most often.

The questionnaire provided the respondents with a choice of four specific activities to indicate the primary emphasis of their program, as well as a category of "Other" to be completed by the respondent. In examining the responses in this section of the questionnaire, the following results were obtained: (1) Single day - 15.5%, (2) Field trips - 26.8%, (3) Resident - 28.8%, (4) Eco-Action - 15.5%, and (5) Other - 13.2%. These figures illustrate that both field trips and resident(camp) programs are most often the primary emphasis of a specific activity

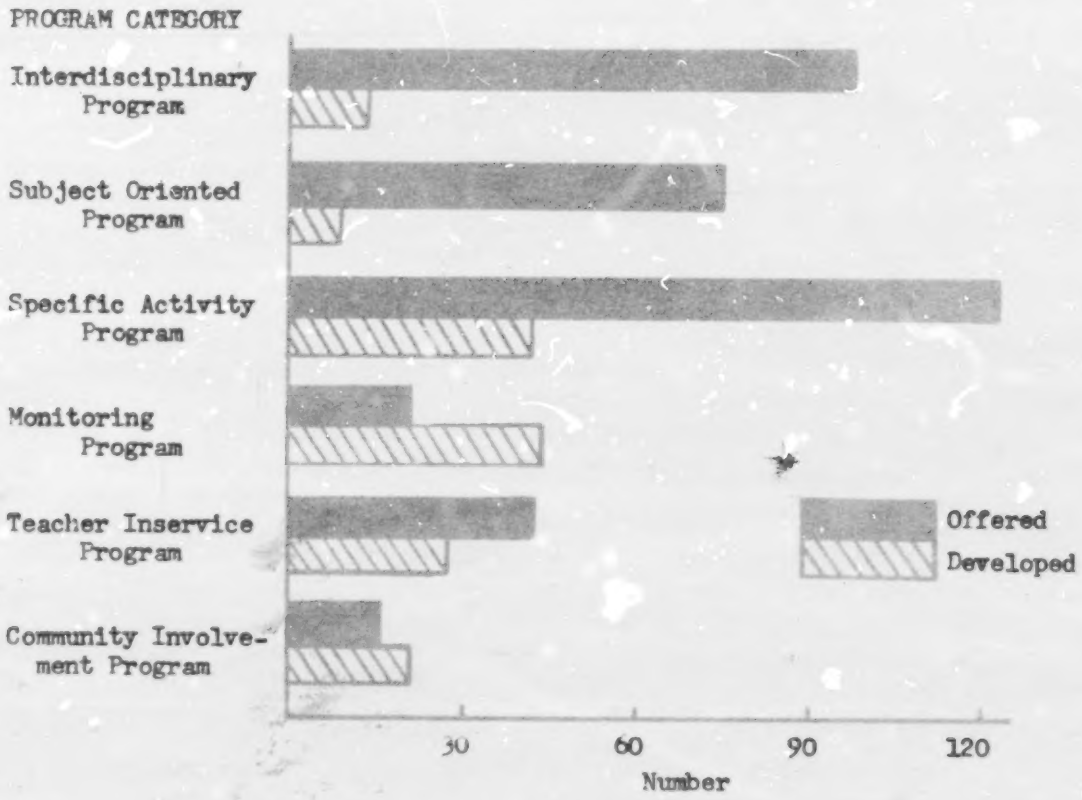

Figure 2. State Summary of Environmental Education Program Category Responses by Program's Status of Being Developed or Offered.

program, comprising over 50% of all such programs.

An analysis of the category of "Other" showed that many districts reported "Single Day" activities here, but had given these activities their own particular name and placed them in the "Other" category. Consequently, the categories of "Single Day" and "Other" may be combined, yielding approximately the same percentage as either "Field Trips" or "Resident Programs".

Figure 2 also indicated that an "Interdisciplinary" program is offered in 97 districts. Since experience suggests that this type of program is usually the most difficult to implement, this result was higner than expected. The pro-

Table III. Number of Environmental Education Monitoring Programs Being Both Developed and Offered, by Environmental Factor Being Monitored or Surveyed, in Each New Jersey Region.

Environmental Factor	REGION						ALL REGIONS	
	Southern		Central		Northern			
	Dev.	Off.	Dev.	Off.	Dev.	Off.	Dev.	Off.
1. Fresh Water	8	9	3	8	5	6	16	23
2. Sea Water	3	1	3	4	1	--	7	5
3. Air	6	6	3	5	4	4	13	15
4. Noise	2	3	2	4	2	2	6	9
5. Solid Waste	1	5	1	4	3	3	5	12
6. Sewage	1	2	2	3	3	1	6	6
7. Transportation	3	--	--	2	2	2	5	4
8. Other	--	--	--	--	1	--	1	--

gram category of "Subject Oriented" is being offered in 75 districts. These responses appeared to be slightly more concentrated in the Central region of the state. In terms of programs being developed, Figure 2 shows that "Monitoring" is the category most often reported.

Table III examines the type of monitoring or survey programs being offered or developed in each region. The data presented in this Table may seem incompatible with the numbers in Figure 2 because some districts reported offering or developing monitoring programs in several environmental factors.

In Table III, "Fresh Water" and "Air" are the two most often monitored environmental factors in both offered and developing programs. Since these two environmental factors are the most often publicized, the emphasis on them is understandable.

5. Materials and Special Facilities

Since in Table I districts not offering or developing programs indicated lack of curriculum materials as a primary constraint, the origin of materials utilized by districts which did report programs in Figure 2 was further analyzed. At least 75% of the districts offering programs in each category indicated that their materials were designed and developed locally. Appendix B furnishes the reader with an identification of those districts with locally prepared materials and a contact person in each district. Apparently the absence of commercial materials did not inhibit a large number of districts from developing their own. The recent increase in commercial production in combination with local designs indicates a growing pool of materials available for district use.

The survey data revealed that some environmental education programs may be contingent upon having access to special facilities and equipment. Within each program category in Figure 2 at least 50% of the respondents indicated that special facilities were used, although very few of these were identified.

6. Length of Existing Programs

Environmental education is a relatively recent inclusion in curricular patterns. The data from the survey measures the length of time various programs have been in existence. Figure 3 displays the average number of years each category of environmental education program has been offered.

"Specific Activity" programs have been offered far longer than any other type of program, though the average program has been in existence only 3 yrs. and 9 mths.. The average "Interdisciplinary" program has been in existence for only 2 yrs. and 9 mths., while the "Subject Oriented" program only 2 yrs.

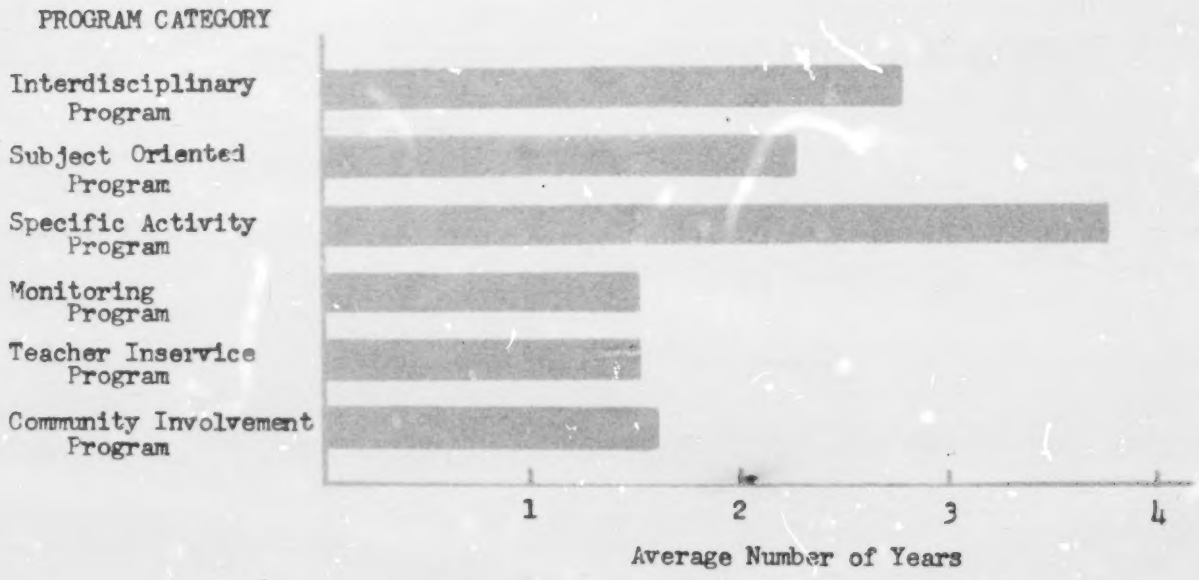

Figure 3. Average Number of Years Each Environmental Education Program has Been Offered Throughout the State, by Category of Program.

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and three mths. These three program categories are those most solidly entrenched in the present curriculum. The average teacher inservice program has been in existence for only 1 yr. and 6 mths.

These are average time lengths. Some programs have been offered for as long as fifteen years, and the range within each program category is extremely wide.

Figure 4 shows a distinct relationship between the average length of time programs have been offered and the location in which they are offered. There is a definite tendency for the Northern region of the State to have environmental education programs for a longer average period of time in three program categories. The Central region of the state has been offering programs for

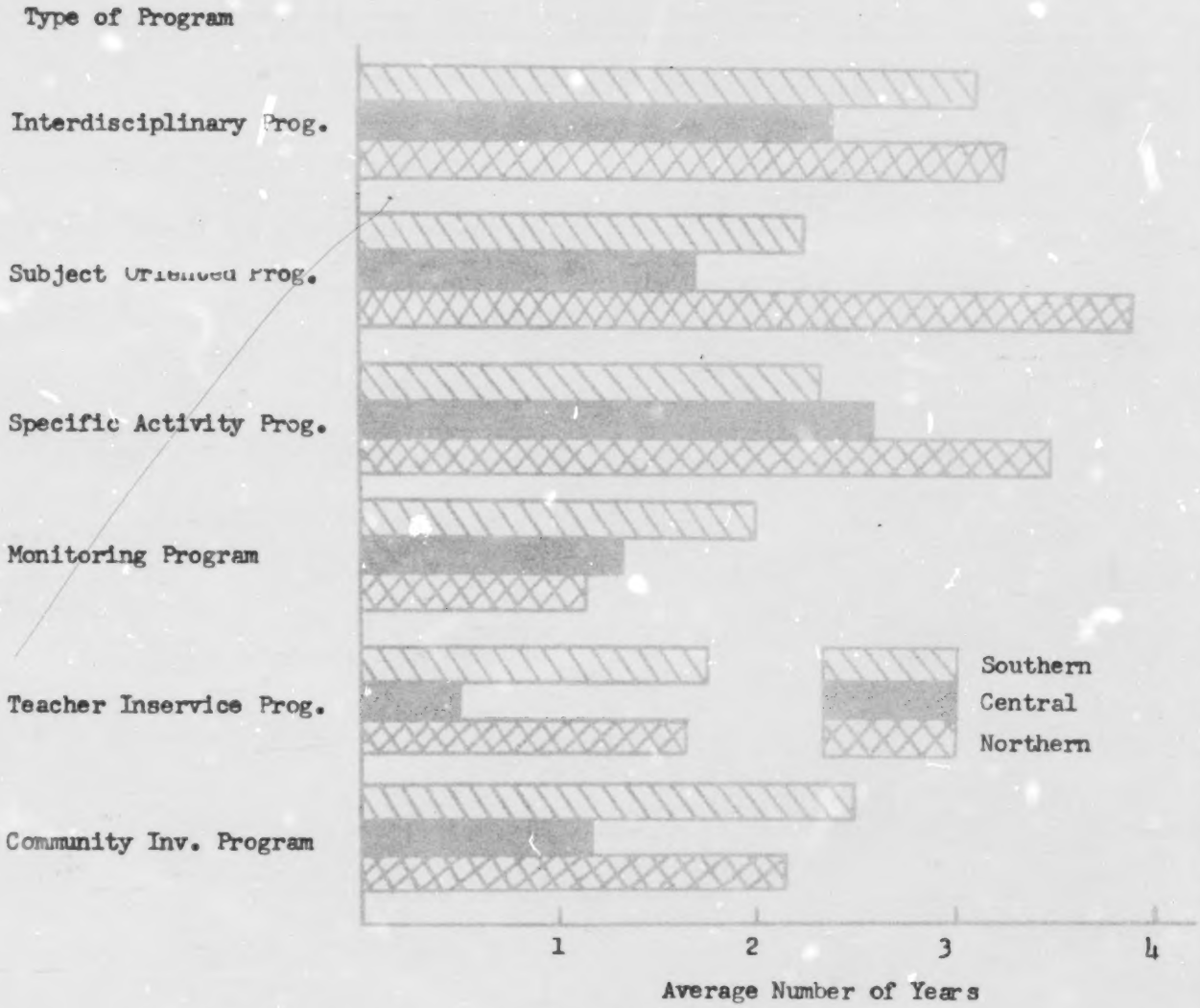

Figure 4. Average Number of Years Each Environmental Education Program has Been Offered Throughout the State by Region and Category of Program.

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the shortest period of time.

In the Northern region, where programs have been offered for the longest time, 61% of all the responding districts reported they operated resident (camp) programs.

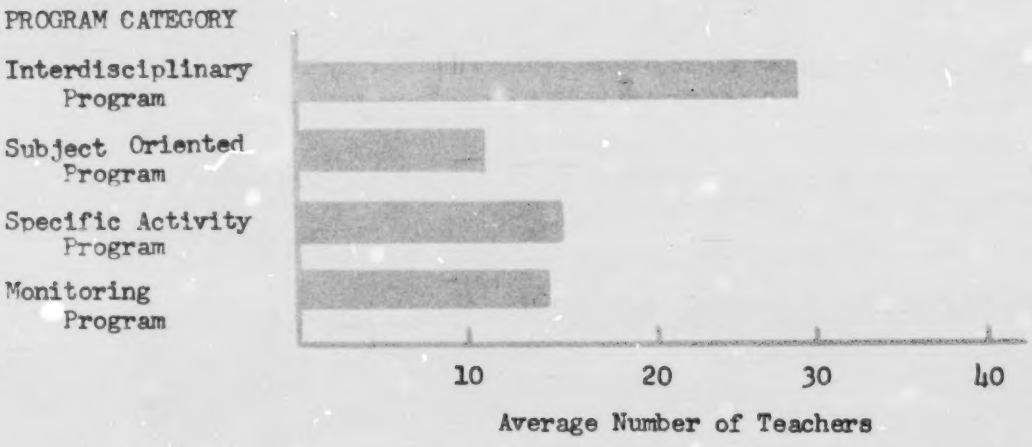

Figure 5. Average Number of Teachers Involved in Each of Four Environmental Education Programs Being Offered, by Category of Program.

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7. Faculty and Administration Involvement

The survey furnished information concerning faculty involvement in the various types of programs. Four specific program categories (interdisciplinary, subject oriented, specific activity, and monitoring) were examined for faculty involvement, and the results are portrayed in Figure 5.

"Interdisciplinary Programs" involve an average of almost thirty teachers per district.

The program category "Subject Oriented" involved the fewest teachers on the average.

The remaining types of program, inservice and community involvement, were analyzed for extent of faculty/administration involvement. Figure 6 shows the average number of teachers and administrators involved in "Inservice" and

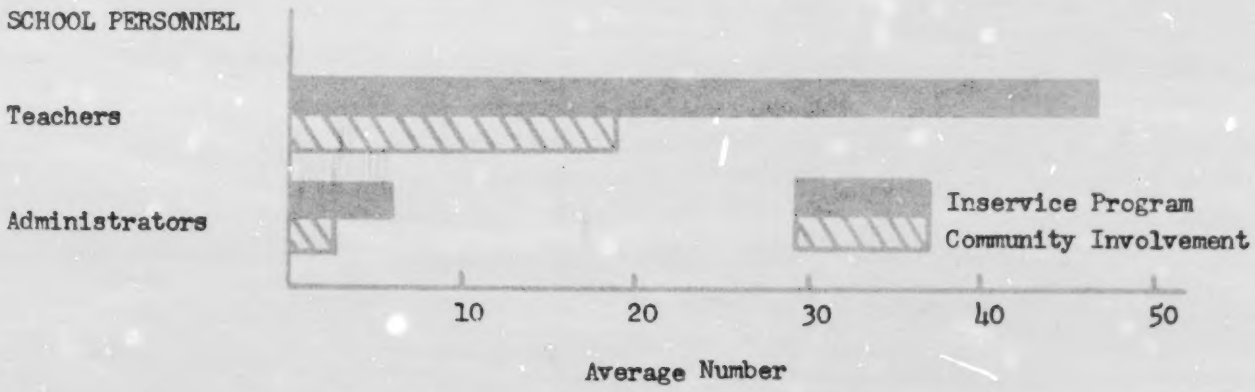

Figure 6. Average Number of Teachers and Administrators Involved in Both Inservice and Community Involvement Environmental Education Programs.

"Community Involvement" programs. It is significant that an average number of approximately six administrators were involved in inservice programs. (Involvement ranged from 1 to 23 in any given district).

Finally, it should again be noted that Figures 5 and 6 portray averages, and the ranges for all program categories were extremely large.

8. Grade Level Distribution of Programs

The final variable to be examined in this survey was that of grade level. Each type of program discussed in the survey could have been offered at any point in the k-12 grade levels. The four major program categories that could be geared toward a specific grade level were analyzed to determine if there were any particular target grades. Table IV lists the results of this analysis.

Table IV. Number of Environmental Education Programs Being Both Offered and Developed at Each Grade Level, by Type of Program.

GRADE	Type of Program					
	Interdisciplinary and Subject Oriented		Specific Activity		Survey or Monitoring	
	Offered	Developed	Offered	Developed	Offered	Developed
K	33	11	16	11	4	5
1	39	11	20	11	4	6
2	38	11	21	12	4	6
3	39	12	22	12	5	6
4	48	14	28	11	5	6
5	58	14	39	15	6	7
6	77	16	66	20	6	9
7	53	15	36	16	4	8
8	49	17	34	17	3	8
9	32	11	20	10	5	8
10	43	8	27	10	7	9
11	43	9	23	12	11	11
12	43	9	22	12	10	12
Adult	3	2	--	2	--	3

The program categories of "Interdisciplinary" and "Subject Oriented" are combined in this single analysis since they are traditionally, though not exclusively, "in-class" programs. Table IV indicates a large scale effort in offering and developing each type of program at the sixth grade level. This data is also a tally from a multiple listing. The high number of program offerings at the sixth grade level results from the historical development

development of camping and outdoor education programs designed for this particular grade level.

Secondly, in the "Monitoring" program category, there is a large concentration toward the upper level of the senior high school. This may be due to the fact that monitoring programs require more technical and sophisticated knowledge in the science area.

Overall, there is a tendency toward offering environmental education programs toward the upper grade levels of the elementary schools.

SUMMARY

This survey was conducted in cooperation with the New Jersey Department of Education by the New Jersey State Council for Environmental Education, pursuant to Implementation of the New Jersey State Master Plan for Environmental Education.

The data provides a base for characterizing the "state of the art" of environmental education in New Jersey school districts. This is the most comprehensive and detailed description of current school district programs gathered to date, and will be particularly useful in furthering the Master Plan.

The most recent previous survey (New Jersey Environmental and Outdoor Education Projects - 1969, New Jersey State Council for Environmental Education) identified 185 public school districts then involved in either developing or offering programs. In this survey, 242 public school districts reported having environmental education programs; an encouraging self-initiated growth of 30%.

As reported in Section II-6 of this report, many environmental education programs in New Jersey have been operating for a number of years, but as recently as 1969, there were few new programs being developed in areas such as "Interdisciplinary", "Subject Oriented" and "Monitoring". A large number of "Special Activity" programs include traditional approaches such as resident (camp) programs, field trips, and special single day programs, but an increase in the newer programs in environmental education is also clear from this survey. Of particular note is the increased number of "Monitoring" programs focussed on environmental problems of immediate local interest.

While the increased number of local environmental education programs is notable, the scope of these programs, statewide, is still limited by particular grade level and subject area emphasis. The Master Plan for Environmental Education recommends a K-12 environmental education program in each school district in the state.

Table II records significant district interest in fostering environmental education despite the fact that the majority of districts do not have specially trained staff. More than 80% of all responding districts expressed a readiness to test pilot environmental education materials, and more than 65% would assist in the establishment of local citizens' committees for environmental education. The Master Plan has identified a need for field testing pilot material and developing environmental education citizens' committees as two of its priorties, and the large percentage of districts showing an interest in these priorities is encouraging.

Three hundred forty-nine school districts indicated a willingness to cooperate in the testing of pilot environmental education curriculum material. It is anticipated that as these materials are identified and developed over the next two years, these districts will play a significant role and render valuable services in the State effort.

Administrative interest and teacher concern are essential ingredients for successful program development; so is student participation; and so is community involvement and support. A majority of responding districts recorded their recognition that parents and other members of the school community may be important contributors to environmental education program development.

Two hundred fifty-two school districts reported a willingness to assist

in establishing Concerned Citizens' Committees for Environmental Education, with whom they could work in identifying and developing pertinent curriculum material. These districts could serve as models of cooperate school/community efforts in environmental education. From such school/community cooperation, schools might gain from local committees' research studies of local and immediate problems as well as more distant and long range ones.

One hundred forty-nine school districts reported having staff with special training or degrees in environmental education. These trained people, working in the public schools, along with others in the state with special competence, will be listed in a "Professional Resource Directory in Environmental Education", which the Council is now developing. Hopefully, this will provide a ready reference for groups seeking assistance in establishing environmental education programs, by listing a professional cadre able to contribute new strength to more comprehensive programs.

The New Jersey State Department of Education and the New Jersey State Council for Environmental Education are grateful to the districts which responded to this survey and recorded their interest in and commitment to the further growth of environmental education. The State's Master Plan and Environmental Education Act encourages environmental education at all levels - public and non-public schools, institutions of higher learning and adult education, and citizens' councils. In contributing to the survey, educators throughout the state have furthered the Department's ability to strengthen environmental education and extend it to new publics. Through continued effort, more comprehensive educational programs may share the task of limiting further environmental deterioration and improving the quality of our lives.

NEW JERSEY STATE COUNCIL FOR ENVIRONMENTAL EDUCATION
ENVIRONMENTAL EDUCATION SURVEY

County_____
Date_____

I. General

1. School District_____

   Address_____ Phone_____

2. Name of Superintendent_____
3. Name and Position of Respondent_____
4. Would your district be interested in testing pilot environmental education curriculum material in the future? Yes___ No___
   If Yes, who should be contacted?
   Name_____
   Title_____ Phone_____
5. Does any staff in the district have special training or degrees in environmental education? Yes___ No___
   If yes, identify by name and position.
   Name_____
   Title_____
6. Would district be interested in assisting in the development of a "Concerned Citizen's Committee for Environmental Education" to work with the school on matters pertaining to environmental concerns of the community as they relate to education? Yes___ No___
   If Yes, identify contact person.
   Name_____
   Title_____ Phone_____
7. Is your school district presently developing or offering one or more kinds of environmental education programs dealing with political, social, cultural, economic and/or scientific environmental studies? Yes___ No___
   If answer is No, which of these do you consider to be the major restrictions upon your district's developing and carrying out an environmental education program:

Availability of funds	____	Lack of planning time	____
Teacher contracts	____	Lack of curriculum materials	____
Transportation	____	Other priorities (Identify)	
District Location	____	_____	
Curriculum restrictions	____	_____	
Staff qualifications in Environmental Education	____	_____	
Length of school day	____		

If answer is Yes, please complete the following appropriate section(s) and attach copies of all locally prepared materials if available.

CHECK OR FILL IN ALL APPROPRIATE ITEMS. PLEASE PRINT OR TYPE ALL RESPONSES.

Section No.	Environmental Education Program Categories
II	Interdisciplinary or Subject Oriented
III	Specific Activity (Out of Class Emphasis)
IV	Environmental Monitoring or Survey
V	Teacher In-Service
VI	Community Involvement
VII	Cost Estimates
VIII	Other Programs and Comments

II. Our Environmental Education Program:

Is Interdisciplinary _____

Is Subject Oriented _____

Is being developed _____

Is being offered _____

1. If being offered, for how long has it been in effect? Years_____ Months_____

2. If being offered, how many individuals are involved this year? Teachers___Students___

3. Title or major emphasis of program: _____

4. What grade level(s) are or will be involved? _____

5. What is the stature and length of your EE program?

Unit ____: Elective_____Required_____

Total apportioned time (hrs, days, wks) _____

Course___: Elective_____Required_____

Total apportioned time (hrs, days, wks) _____

Special Supplemental materials___: Are used___percent of total time available.

Other___: (Describe) _____

6. Are any special facilities used? Yes___No___
If yes, identify_____

7. Is material for program of local origin? Yes___No___
If yes, identify originators by name and title and position:
_____

8. Is material for the program produced commercially or by an environmental education agency? Yes___No___
If yes, identify by title and source:_____
_____

9. Who is responsible for instruction and supervision of program?
Name_____
Title_____
Phone_____

III. A specific activity Environmental Education Program:

Is being developed_____
Is being offered _____

1. Its primary emphasis is:
   Single Day (i.e., Earth Day, Arbor Day) _____
   Field Trips _____
   Resident (Camp) _____
   Eco-Action Clubs _____
   Other (Identify) _____

2. If being offered, for how long has it been in effect? Years_____ Months_____

3. If being offered, how many individuals are involved this year? Teachers___Students___

4. Title or major emphasis of program: _____

5. What grade level(s) are or will be involved? _____

6. What is the stature and length of your EE program:
   Unit____: Elective_____Required_____
   Total apportioned time (hrs, days, wks)_____
   Course___: Elective_____Required_____
   Total apportioned time (hrs, days, wks)_____
   Special Supplemental materials___: Are used___percent of total time available.
   Other___: (Describe)_____

7. Are any special facilities used? Yes___No___
   If yes, identify_____
   _____

8. Is material for program of local origin? Yes___No___
   If yes, identify originators by name and title and position:
   _____

9. Is material for the program produced commercially or by an environmental education agency? Yes___No___
   If yes, identify by title and source:_____
   _____

10. Who is responsible for instruction and supervision of program?
    Name_____
    Title_____
    Phone_____

IV. An Environmental Education Monitoring or Survey Program:

Is being developed_____
Is being offered _____

1. Environmental factor monitored or surveyed is:

Fresh Water	_____	Solid Waste	_____
Sea Water	_____	Sewage	_____
Air	_____	Transportation	_____
Noise	_____	Other (Identify)	_____

2. Identify specific location or area monitored or surveyed:

_____

3. How is Monitoring Data being used or to be used?

_____

4. If being offered, how long has it been in effect? Years_____ Months_____

5. If being offered, how many individuals are involved this year? Teachers___ Students_____

6. Title or major emphasis of program: _____

7. What grade level(s) are or will be involved? _____

8. What is the stature and length of your EE program?

Unit_____: Elective_____ Required_____

Total apportioned time (hrs, days, wks) _____

Course___: Elective_____ Required_____

Total apportioned time (hrs, days, wks) _____

Special Supplemental materials___: Are used___percent of total time available.

Other___: (Describe) _____

9. Are any special facilities used? Yes___No___
If yes, identify_____

10. Is material for program of local origin? Yes___No___
If yes, identify originators by name and title and position:

_____

11. Is material for the program produced commercially or by an environmental education agency? Yes___No___
If yes, identify by title and source:_____

_____

12. Who is responsible for instruction and supervision of program?
Name_____
Title_____
Phone_____

V. An Environmental Education In-Service Program:

Is being developed____
Is being offered ____

1. Number of personnel involved this year if being offered:

Grade Level	Teachers	Administrators
Primary	_____	_____
Intermediate	_____	_____
Junior High School	_____	_____
Senior High School	_____	_____

2. If being offered, how long has it been in effect? Years_____Months_____

3. Title or major emphasis of program:_____

_____

_____

4. Briefly describe the nature and length of the program, and whether it is required or an elective (i.e., Credit courses at a college, credit courses at school, in-school program, after school program, release time program, etc.).

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

5. Are any special facilities used? Yes____No____
If yes, identify_____

6. Is material for program of local origin? Yes____No____
If yes, identify originators by name and title and position:

_____

7. Is material for the program produced commercially or by an environmental education agency? Yes____No____
If yes, identify by title and source:_____

_____

8. Who is responsible for instruction and supervision of program?
Name_____
Title_____
Phone_____

VI. A Cooperative Environmental Education Program involving the district and local industry, business and community groups:

Is being developed____
Is being offered ____

1. Identify groups and organizations involved by name:

_____
_____
_____
_____

2. Briefly describe how they are involved (i.e., in school resources, advisory group, evening school, adult education, planning committee, out of school activities, etc.; be specific):

_____
_____
_____
_____
_____
_____

3. If being offered, how long has it been in effect?
Years_____Months_____

4. If being offered, how many individuals are involved this year?
School: Administrators_____Teachers_____Students_____
Community: Group members _____Parents ___Other (Identify)____

5. What grade levels are or will be involved? _____

6. Title or major emphasis of program:_____
_____
_____

7. Are any special facilities used? Yes___No___
If yes, identify_____

8. Is material for program of local origin? Yes___No___
If yes, identify originators by name and title and position:
_____

9. Is material for the program produced commercially or by an environmental education agency? Yes___No___
If yes, identify by title and source:_____
_____

10. Who is responsible for instruction and supervision of program?
Name_____
Title_____
Phone_____

VII. Estimates of Cost of Environmental Education Program:

1. Source and amount of funds for programs:

Program		District	Community	Student/Parent	Teacher
Sec II	Interdisciplinary or subject oriented curriculum	$_____	$_____	$_____	$_____
Sec III	Specific Activity	_____	_____	_____	_____
Sec IV	Monitoring	_____	_____	_____	_____
Sec V	In-Service	_____	_____	_____	_____
Sec VI	Community	_____	_____	_____	_____
Sec VIII	Other (Identify) _____	_____	_____	_____	_____

2. Expenditures from other sources (i.e., Federal, state, local govt.) Identify source, use, and amount.

_____ _____ $_____
_____ _____ _____
_____ _____ _____

3. Does the School District Education budget contain a specific amount for Environmental Education expenditures as a line item? Yes___ No___

If Yes, which sections of this questionnaire would these expenditures apply toward?_____
_____

4. Are Environmental Education expenditures and activities affected in any way by professional contract agreements? Yes___ No___

If Yes, how?_____
_____
_____
_____
_____
_____
_____
_____

VIII. Other Programs and Comments:

Please identify any problems or needs you have experienced in developing or offering environmental education programs.

PUBLIC SCHOOL PROGRAM DESCRIPTION

PROGRAM DESCRIPTION CODE

CODE	EXPLANATION
	Type of Program
*	Program reported, respondent did not indicate Interdisciplinary or Subject Oriented
1	Interdisciplinary
2	Subject Oriented
3	Specific Activity
3a	Single Day
3b	Field Trip
3c	Resident (Camp)
3d	Eco-Action Club
3e	Type not indicated
4	Monitoring
4a	Fresh Water
4b	Sea Water
4c	Air
4d	Noise
4e	Solid Waste
4f	Sewage
4g	Transportation
4h	Type not indicated
5	In-service
5a	Primary
5b	Intermediate
5c	Junior High School
5d	Senior High School
5e	Type not indicated
6	Cooperative Community Program
7	Curriculum Material of Local Origin
	Status of Program
D	Program being developed
O	Program being offered
WO	Program was offered, now discontinued
	Level of Program
( )	Grade Level

PROGRAM DESCRIPTION CODE EXAMPLE

JERSEYVILLE = Board of Education

John Jones (201) 345-6789 = Contact Person and Phone Number

1 O (9-12) 7 =
- *1* = Interdisciplinary Program
- *O* = Program being offered
- *(9-12)* = Grade level
- *7* = Curriculum material of local origin

3b, 3c D (k-6)
- *3b* = Field trip program
- *3c* = Resident camp program
- *D* = Programs being developed
- *(k-6)* = Grade level

PUBLIC SCHOOL PROGRAM DESCRIPTION

ATLANTIC COUNTY

BRIGANTINE
Robert McDevitt (609) 266-3603
Andrew Zipfel (609) 266-3603
1 O (6-7) 7
4 D
5 D
6 D

EGG HARBOR TOWNSHIP
Joseph Pagnotto (609) 927-8222
2 O (6) 7

FOLSOM
Alan Beattie (609) 561-8666
2 O (5-8) 7
4c O

GREATER EGG HARBOR REGIONAL HIGH SCHOOL
Kenneth J. Rouse (609) 625-2242
2 D & O (10-11) 7
4a, 4b, 4h D (10-12)
6 D (10) 7
Alan J. McIver (609) 625-2242
3 O (9-12) 7

HAMMONTON
Chas. Dispoto (609) 561-7000 (9-12)
John Kline (609) 561-0546 (k-6)
1 O (k-6) (9-12)
3b, 3c O (k-6) (9-12)
4a, 4b, 4c, 4d, 4e, 4f O (k-6) (9-12)

LINWOOD
James Smith (609) 927-5603
1 O (4, 5, 7, 8)

MAINLAND REGIONAL HIGH SCHOOL
Jack L. Nagg (609) 927-4151
** D*
3b, 3d D

NORTHFIELD
David Lloyd (609) 641-1731
2 D (6-8) 7
3b D (6-8)
5a, 5b O

SOMERS POINT
Edward Eckerson (609) 927-7161
1 D 7
2 D 7
3e D 7

VENTNOR
Peg DiMatteo (609) 822-2151
1 O (6)

BERGEN COUNTY

ALLENDALE
Aileen A. Wilson (201) 825-0850
1 D (k-3) 7
5a O 7

BERGENFIELD
Everett Goldstein (201) 385-8600
1 D & O (3,7,8,9-12) 7
2 D & O (3,7,8,9-12) 7

BOGOTA
T. Bongort (201) 342-9586
1 D & O (k-12)
2 D & O (k-12)
3a, 3b, 3c D (k-12)

CARLSTADT-EAST RUTHERFORD
Rod Milazzo (201) 935-3007
1 O (9)
Richard M. Trevison (201) 935-3007
3d O (9-12) 7

CLOSTER
Vincent Russo (201) 768-7633
1 O (6-8) 7
3c O (6) 7
Ingeborg Hagen (201) 768-7399
Ethel Moldoff (201) 768-7399
3b, 3c, 3d O (6) 7
William R. Hanley (201) 768-3001
1 O (k-8) 7

DUMONT
Leonard Mobbs (201) 384-2778
3c O (6) 7

EAST RUTHERFORD
T. Pickerelli (201) 939-6327
S. Carlson (201) 939-6327
1 O (7, 8) 7
3e D (7, 8)

EMERSON
Nicholas Trocolar (201) 262-4447
3c O (7) 7
5e D

ENGLEWOOD
Michael McGlue (201) 871-4300, ex. 235
1 D & O (10-12)
2 D & O (10-12)
3c, 3d D & O (10-12)

ENGLEWOOD CLIFFS
Jack Mottershead (201) 567-6151
R. London (201) 567-6151
1 O (6) 7
2 O (6) 7
3c O (6) 7

FAIR LAWN
Ms. Marie Tas (201) 796-4750
Vincent Sadowski (201) 796-4750
1 O (8) 7
3c O (8) 7

FORT LEE
Henry Seeley (201) 947-0220
1 O (7,8)
3b O (7,8)

FRANKLIN LAKES
Thomas Haring (201) 891-1856
1 D & O (7,8)
3d D
4h D
5e D
6 D

GLEN ROCK
Ella Mae Blair (201) 445-7700
2 O (9, 10)

HACKENSACK
Donald W. Plump (201) 488-8348
3c O (6) 7

HASBROUCK HEIGHTS
R. Sellitti (201) 288-8857
2 O (7) 7

LEONIA
Mel Litoff (201) 461-9100
1 D (k-12)
3d D (k-12)
6 O

MAHWAH
Ward Bing (201) 529-4340
3c O (6) 7

MAYWOOD
John Buffington (201) 845-9110
3c O (6)

NEW MILFORD
Mary Ellen Davison (201) 262-0172
1 O (10-12) 7

NORTHERN VALLEY REGIONAL HIGH SCHOOL
R. Dahlgren (Demarest) (201) 768-3200
R. Eckert (Old Tappan) (201) 768-3200
2 O (9-12) 7
3b D
4a, 4c D
5d O
6 O

NORWOOD
Winifred Bangs (201) 768-6364
3a O (k-8) 7

OAKLAND
J. Feldman (201) 337-8185
3b, 3d D & O (6,7,8) 7
6 D

ORADELL-RIVER EDGE REGIONAL HIGH SCHOOL
Philip Kutner (201) 261-4500
2 D (8-12) 7
3b O (8,9)
Robert A. Marino (201) 261-4500
2 O (12) 7
3b, 3d D (10-12) 7

PARAMUS
Gabriel Massaro (201) 262-2923
1 O (k-9) 7
Robert DeBlasi (201) 262-2923
3a, 3b, 3d D & O (2,3,6,7,8,9) 7
5a, 5b O 7
Charles Long (201) 261-7800
4e O (10-12) 7

PARK RIDGE
Richard McManus (201) 391-8000 ext. 75
3c O (6) 7
Frank Franco (201) 391-8000
2 O (10-12) 7

PASCACK VALLEY REGIONAL HIGH SCHOOL
Ron Capasso (201) 664-5220
1 O (9-12) 7

RAMAPO INDIAN HILLS REGIONAL HIGH SCHOOL
Frank Chrapliwy (201) 891-1500 ext. 34
1 O (10 & 12) 7
3d O (10-12) 7
4c D (9-12) 7
6 D 7
Fred Quackenbush (201) 891-1500 ext. 40
2 O (12) 7
Richard Cantor (201) 891-1500 ext. 40
3b O (9-12) 7

RAMSEY
Leslie Wilding (201) 327-6800
Merle Tanis (201) 327-6800
3a, 3b, 3d D (6-8) 7
4a, 4c D (6-8) 7

RIDGEFIELD
Ralph Ganger (201) 945-4455
1 O (10) 7

RIDGEWOOD
Cliff Knapp (201) 444-9600 ext. 551
3c O (6) 7
5d O 7

RIVER VALE
Per E. Ower (201) 664-6060
1 O (k-8)
3e D
5e D

TEANECK
Frank Basil (201) 837-2232 ext. 244
2 O (8)
Irwin Pollner (201) 837-2232 ext. 244
3a O (7-9)
4c WO (6)

TENAFLY
L. J. Garigliano (201) 568-3742
1 O (1-5) 7
2 O (1-5) 7
C. Letts (201) 568-6093
3e O (6-8) 7

UPPER SADLE RIVER
D. Parrish (201) 327-4401
2 D & O (k-8) 7
3b, 3c, 3d O (1-8)
5e D

WALDWICK
W. Jensen (201) 652-9000
2 O (1-4, 10)
5a, 5c O

WESTWOOD REGIONAL HIGH SCHOOL
Dr. R. M. Zinzarella (201) 664-0880
1 D & O (k-6, 7 & 10) 7

BERGEN COUNTY VOCATIONAL TECHNICAL SCHOOLS
F. Steingress (201) 343-3340
2 D & O (9-12) 7

BURLINGTON COUNTY

BORDENTOWN
R. C. Fowler (609) 298-0676
** D (k-8)*
3b, 3c D (k-8)
4h D (k-8)
5b D
6 D (k-8)

BORDENTOWN REGIONAL HIGH SCHOOL
Charles Fisher (609) 298-0025
1 O (9, 10, 12) 7
2 O (9, 10, 12) 7
4a D (12) 7

BURLINGTON
A. W. Schmidt (609) 387-3707
2 D (11-12)

CHESTERFIELD TOWNSHIP
George Karr (609) 298-6900
1 D
3e O (k-6) 7
4h D
6 O (k-6) 7

CINNAMINSON
Esther Ridgway (609) 829-7630 ext. 21
3c O (5) 7
4a, 4c, 4e, 4f D (k-12) 7
5a D & O 7

DELANCO TOWNSHIP
H. I. Buch (609) 461-0874
1 D & O (k-8) 7
3e D (k-8) 7
4c, 4e D
5a, 5b, 5c D
6 O (k-8)

DELRAN
Victor Veston (609) 461-6100
1 D & O (5, 6)
3e D & O (5, 6) 7
4a, 4e, 4f D (5, 6)

FLORENCE
Marion Thompson (609) 499-1766
2 O (1, 4, 7, 8) 7

LENAPE REGIONAL HIGH SCHOOL
James Woodford (609) 654-5111
2 D (9-12)

MAPLE SHADE
Daniel Mastrobuono (609) 779-1322
1 D (k-12)
5a, 5b WO

MEDFORD LAKES
Joseph Butcher (609) 654-5155/5198
1 O (k-8) 7

MOORESTOWN TOWNSHIP
William Kievit (609) 235-4000
1 D & O (k-9) 7
3b D & O (k-9) 7
5b WO
6 D
Mary Kerr (609) 235-4000
4a, 4c, 4e (5, 6)

MOUNT HOLLY TOWNSHIP
J. A. Mengel (609) 267-0073
6 D

MT. LAUREL TOWNSHIP
Paul Manko (609) 235-3387
1 D (3-8) 7
2 D (3-8) 7
3b O (3-8) 7
5a, 5b, 5c WO

NORTH HANOVER TOWNSHIP
Stanley Makowski (609) 723-3050
3b O (k-6)

NORTHERN BURLINGTON COUNTY REGIONAL HIGH SCHOOL
G. R. Lange (609) 298-3900
1 D (7-12) 7
5c, 5d O

PALMYRA
Richard Hall (609) 829-2115
2 O (10-12)
3a, 3d (9-12)

RIVERTON
George Mayer (609) 829-0087
1 O (k-8) 7
3b, 3c, 3d O (8)
4h D
5e D
6 D (5-10) 7

WILLINGBORO TOWNSHIP
John Wasinda (609) 871-9000 ext. 261
Wayne Thomas (609) 871-9000 ext. 251
2 O (8, 9) 7
Connie Smith (609) 871-9000 ext. 371
3d O (10-12) 7

CAMDEN COUNTY

AUDUBON
James Gibbs (609) 547-7695
2 O (7) 7

BARRINGTON
Richard Langford (609) 547-8402
1 O (5-8) 7
2 O (5-8) 7
3c O (5-8)
6 O (5-8)

BELLMAWR
Joseph Rapa (609) 931-6272
2 O (8)

BERLIN TOWNSHIP
William Kile (609) 767-0033
C. A. Caramanna (609) 767-0033
1 D & O (k-6) 7
3a, 3b, 3c, 3d D & O 7
4a, 4c, 4d D & O
5a, 5b O 7

CAMDEN
Ethel Moss (609) 963-7011
1 D (4-6)
3c D (2-6)
Roy Dawson (609) 964-6145
5b O

CHERRY HILL
Mary Elder (609) 424-1020
1 O (6) 7
3c O (6) 7
5b O 7

EASTERN CAMDEN COUNTY REGIONAL HIGH SCHOOL
James Crawford (609) 784-4441
2 D (11, 12)

HADDON HEIGHTS
Barry Senoff (609) 547-1920
1 O (10-12) 7
2 O (10-12) 7
Mary Lavery (609) 547-1920
3b, 3d O (9-12)

LOWER CAMDEN COUNTY REGIONAL HIGH SCHOOL DISTRICT #1
Clarence Yerger (609) 767-8000
2 O (10, 12)
L. A. Westman (609) 767-2850
3b O (7, 8, 10)
5b O

VOORHEES TOWNSHIP
Alex Pollock (609) 767-4888
5a D 7

WOODLYNNE
C. J. D'Alessandro (609) 962-8822
1 O (5, 6) 7

CAPE MAY COUNTY

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT
Carl Toft (609) 884-3475
3d O (10) 7
Carl Toft (H.S.)/Chas. McCarty (E.S.)
3d D (k-12) 7
E. J. Keiss (609) 884-7021
4h D

MIDDLE TOWNSHIP
Anthony Ferrante (609) 465-9411
3a O (7-12)

SEA ISLE CITY
Charles Deininger (609) 263-8461
2 D & O (5-8) 7
3e O 7
4b O (5-8) 7
5c O

UPPER TOWNSHIP
Mr. Hoxworth (609) 399-2406
1 D (7, 8)
3a, 3b D (7, 8)
4a, 4c O (7, 8)

WOODBINE
Bernard Becker (609) 861-2142
2 O (7) 7
3a, 3b O (6-8) 7

CAPE MAY COUNTY VOCATIONAL
Robert Toft (609) 465-4117
2 O (11, 12, 13, 14) 7
3e D (k-12) 7
4a, 4b, 4e O (11, 12, 13, 14) 7
5e D

CUMBERLAND COUNTY

HOPEWELL TOWNSHIP
B. H. Modelle (609) 451-8775
2 O (6)
3c O (6) 7
5b WO

UPPER DEERFIELD TOWNSHIP
Ms. Dale White (609) 455-2267
1 D & O (k-4) 7
3b D & O (k-4) 7
4h D
5a O

VINELAND
A. R. Catrambone (609) 692-3798
1 O (k-6) 7
2 O (k-6) 7
3e O (4-6)
4c, 4d, 4g O (k-6) 7

ESSEX COUNTY

BLOOMFIELD
Leslie H. Willis (201) 743-7700
3c O

CALDWELL-WEST CALDWELL
George Berisso (201) 226-4400
2 O (11, 12) 7
3d O (10-12) 7
4a D (11-12) 7

EAST ORANGE
Ralph Milteer (201) 673-3118
1 O (5, 6) 7
5a, 5b, 5c O 7

IRVINGTON
Russell Neide (201) 373-3200
3c O (6) 7

LIVINGSTON
Nancy Hoffman (201) 992-0400
3b, 3c O
5b D

MILLBURN TOWNSHIP
Robert Simmons (201) 376-3600
1 D & O (1-6) 7
3b O (1-5) 7
3c O (6) 7
5b O
6 D & O (1-5) 7

MONTCLAIR
Joseph Belisle (201) 783-4000 ext. 294
Naomi Cory (201) 783-4000 ext. 294
1 D (k-12) 7
3a, 3b, 3c, 3d D (k-12) 7
4 D (k-12) 7
5a, 5b, 5d D & O (k-12) 7
6 D & O (k-12)

NORTH CALDWELL
George Rhen (201) 226-2782
1 O (k-6) 7

NUTLEY
G. Fowler (201) 661-3500
3a, 3d O (5-12)

SOUTH ORANGE-MAPLEWOOD
S. E. Goble (201) 762-5600
3b, 3d O
4a, 4c, 4e, 4f D & O (k-12)

WEST ESSEX REGIONAL
Russell R. Everett (201) 228-1200
2 O (9-12) 7
3e D (9012) 7
4a, 4c, 4e, 4g D (9-12) 7

WEST ORANGE
R. A. Zeckhauser (201) 736-1200
1 O (k-12) 7
John S. Imgrund
3c O (6) 7
R. A. Zeckhauser/Elizabeth Wilton
5a, 5b, 5c, 5d O 7

GLOUCESTER COUNTY

CLAYTON
Herma Simmons (609) 881-8704
3c O (6)

GREENWICH TOWNSHIP
David Jenkins (609) 423-0490
3d D (5-8) 7

HARRISON TOWNSHIP
Thomas C. Summerill (609) 478-2016
3c O (6)

KINGSWAY REGIONAL HIGH SCHOOL
M. A. Pszwaro (609) 467-3300
2 O (9-12)
3b, 3d D (9-12)
4a D & O

MONROE TOWNSHIP
A. Schwartz (609) 629-7444
2 O (11)
4a O (11)

PAULSBORO
L. K. Carey (609) 423-2226
3c D & O (6)
4a, 4c, 4d D
5a, 5b O

SOUTH HARRISON TOWNSHIP
J. S. Yost (609) 769-0855
3c O (6)

SWEDESBORO
Rena Mattson (609) 467-0146
2 O (k-6) 7

WASHINGTON TOWNSHIP
Esther Lee (609) 589-1500
1 D & O (8) 7
3a, 3c, 3e O (8)

WEST DEPTFORD
David Kessler (609) 848-6110
2 O (10, 12) 7

HUDSON COUNTY

BAYONNE
Wm. Morley (201) 437-3000
3d D (9-12)
4h D (11-12)

HOBOKEN
G. R. Maier (201) 659-1966
1 D (4-9)

JERSEY CITY
Wm. Skowronski (201) 433-6000 ext. 234
1 O (11, 12) 7
Irma Bucci (201) 433-6000 ext. 257
2 O (k-3) 7
3a, 3b, 3d D (k-3) 7

KEARNY
F. C. Monaco (201) 997-0500
1 O (6)
2 O (6)
3c O (6)

SECAUCUS
E. Schumann (201) 865-4427
2 D & O (7, 8)
3c D & O (5-8)

UNION CITY
Dina Scacchetti (201) 866-3232 ext. 264
William Stanton
4a, 4c, 4d O (9-12) 7

WEST NEW YORK
Thomas Simione (201) 861-2000
2 D (11-12)

HUNTERDON COUNTY

DELAWARE TOWNSHIP
Michael Kuchta (609) 397-3179
** D*
3e D
4h D

HUNTERDON CENTRAL HIGH SCHOOL
Richard Blazovsky (201) 782-5727
1 O (11-12)

LEBANON TOWNSHIP
Arnold Schnetzer (201) 638-6733
3a D & O (4) 7

NORTH HUNTERDON REGIONAL HIGH SCHOOL DISTRICT
Alexander Dunn (201) 735-5191
1 D (9-12) 7
Andrew Rasbury (201) 735-5191
3d O

READINGTON TOWNSHIP
Karl Z. Najaka (201) 534-2113
1 O (6)
3b O (6)
6 O (6)

UNION TOWNSHIP
R. W. Jones (201) 735-5511
1 D & O (k-8)
Mrs. H. Lechner (201) 735-7040
Wm. McIntyre
5e O

MERCER COUNTY

EWING TOWNSHIP
Jane Van Alst (609) 882-1400
5a, 5b, 5c, 5d O

LAWRENCE TOWNSHIP
L. R. Ksanznak (609) 882-7234
3c O

PRINCETON REGIONAL SCHOOLS
Wm. Alston (609) 924-5600
1 D & O (k-5)
3a, 3b D & O
S. Frankenthaler (609) 924-5600
4a D & O (9-12)
5a D & O

WEST WINDSOR-PLAINSBORO REGIONAL SCHOOL DISTRICT
Dr. R. E. Hiltenbrand (609) 799-0200
** D (4-8) 7*
4a, 4c, 4d, 4e, 4f D (7, 8) 7
Patrick Wilder (609) 799-0655
3c O (6) 7

MIDDLESEX COUNTY

CARTERET
G. M. Brown (201) 541-8941
1 O (1-12)
3b, 3c O (1-12)

EAST BRUNSWICK
D. R. Murray (201) 257-8300 ext. 207
3c O (k-8)

EDISON TOWNSHIP
Sal Esposito (201) 549-5543
2 O (10-12) 7
5d WO
Eileen Hogan (201) 549-5543
3a, 3b, 3d O (10-12) 7
Alan Blander (201) 549-5543
6 O (10-12) 7

MADISON TOWNSHIP
Dr. Joseph Bushinger (201) 566-1000
3b D (k-12) 7
Marilyn Horlacher (201) 566-1000
4a, 4b, 4c, 4d, 4f D (11-12) 7
Bushinger/Horlacher
5a, 5b, 5c, 5d D

METUCHEN
J. A. Mulhurn (201) 549-4200
M. Costello
Hollace Cole
1 O (11, 12) 7
3b, 3d D & O (9-12) 7

MIDDLESEX
Jane Settle (201) 968-0202
2 O (9-12)
Peter Kozusko (201) 356-6108
Stuart Faust
3e O (6, 7, 8)

NORTH BRUNSWICK
R. S. Bailey (201) 297-9000
** D (7-9)*
6 O (7-9) 7
Mr. Dibofsky (201) 247-5712
3a O (7-9) 7

PERTH AMBOY
M. George (201) 826-3360
2 O (11-12)
3d O (11-12)
T. Lakis.ak (201) 826-3360
4c O (12) 7

PISCATAWAY
G. Dunston (201) 981-0700 ext. 305
3c O (5) 7

SAYREVILLE
Linda Buono (201) 254-4400
2 O (11-12)
3a, 3d O (10-12) 7
4h D

SOUTH BRUNSWICK
Ruth Small (201) 329-8182
1 O (4-8) 7

WOODBRIDGE TOWNSHIP
W. Jordan (201) 636-0400
** D*
3e D

MONMOUTH COUNTY

ASBURY PARK
N. Gentile (201) 774-0888
3b, 3c O (k-8)

BRIELLE
E. Pavlovsky (201) 223-1700
3c O (6) 7

COLTS NECK
R. J. Unger (201) 462-1106
1 O (4-7)
5e D

EATONTOWN
D. C. Horan (201) 542-1055
1 D & O (7, 8)
2 D & O (7, 8)
3c D (7, 8)
4a, 4c, 4e, 4f, 4g D (7, 8) 7
5c D

FAIR HAVEN
J. H. Malmquist (201) 741-6151
3c O (6) 7

FREEHOLD REGIONAL HIGH SCHOOL
Dr. Wm. Satz (201) 462-6746
2 D

HAZLET TOWNSHIP
Roman Cabrera (201) 264-7242
2 O (k-12)
3a, 3b D (k-12)
5e D

HENRY HUDSON REGIONAL SCHOOL DISTRICT
Alfred Watson (201) 872-0900
1 D (9-12) 7
Cynthia Crowley/Jack Seeley/
Alfred Watson (201) 872-0900
3a, 3b, 3c, 3d D (8-12) 7

HIGHLANDS
R. A. Zolkiewicz (201) 872-1476
3a, 3b O (k-6)

HOWELL TOWNSHIP
David Van Ness (201) 938-5656
1 O (k-8)
3a, 3b, 3c O (k-8) 7
4a, 4c, 4d, 4e D (6-8) 7
5a, 5b, 5c, 5d D & O 7
6 D (k-8) 7

KEANSBURG JUNIOR-SENIOR HIGH SCHOOL
K. Wilson (201) 787-7575
2 D (6) 7
3c D (6) 7

KEYPORT
Mario Crupi (201) 264-0902
2 D (11-12)
3a, 3b D (11-12)
4a, 4b, 4e, 4f D (11-12)
5e D
6 D

LITTLE SILVER
Stanley Scharf (201) 741-4022
1 D & O (4-8) 7
2 D & O (4-8) 7

LONG BRANCH
Mrs. Anna Dorne (201) 222-5024
3b O (4-6)
5b O (4-6)

MANASQUAN
Janet Butchko (201) 223-3820
1 O (10-12) 7
2 O (10-12) 7
3d D (9-12)

MATAWAN REGIONAL SCHOOL DISTRICT
L. D. Gironimo (201) 566-3377
6 D (4-8)

MIDDLETOWN TOWNSHIP
Frances Dermer (201) 671-3850
Abba Daniels (201) 787-3590
1 D (4-6) 7
5b D & O 7

MONMOUTH REGIONAL HIGH SCHOOL
Gary Lantz (201) 542-1170
Norm Worthington
2 D & O (9) 7
4a, 4b, O (9-12) 7

NEPTUNE TOWNSHIP
Rosalie Osborne (201) 776-6200
2 D (7) 7

OCEAN TOWNSHIP
Charles Grippaldi (201) 229-4100
2 O (5, 7, 8) 7
3a, 3b, 3c D (5, 7, 8) 7
5e WO 7

OCEANPORT BOROUGH
Robert Price (201) 229-0274
3b O

RED BANK
Fred M. King (201) 842-0424
3d O (7, 8)
6 D

ROOSEVELT
Mrs. Jean Herman (609) 448-2798
1 O (5-8) 7
3e D

RUMSON
A. J. Shanlay (201) 842-0383
1 O (6) 7
3b O (6)

SHREWSBURY
Mrs. L. Bracken (201) 747-0882
2 O (7) 7
Gavin De Capua (201) 747-0882
3b O (4-8) 7
5a, 5b O 7

TINTON FALLS
George Malone (201) 542-0444
1 O (6-8)

WALL TOWNSHIP
Lawrence Walton (201) 681-7565
Anne Kirchner
3a, 3c O (4-6) 7

WEST LONG BRANCH
Peter C. Sandilos (201) 222-5900
1 O (4-6) 7
3b O (4-6) 7
Joan Speigel(201) 222-5080
4a D (7, 8)
5b O

MORRIS COUNTY

BUTLER
R. K. Carpenter (201) 838-4800
Paul Weiner
4a, 4c, 4d, 4e D (9-12)
6 D (9-12) 7

CHATHAM
Mrs. C. Hall (201) 635-7272
Mr. M. Garreau
2 D (7) 7
Mr. Holt (201) 635-7272
3b O (7) 7
5e WO
Mrs. Hall (201) 635-7272
6 O (7)
P. J. McDermott (201) 635-9075
2 D & O (11) 7

CHESTER TOWNSHIP
Nichola. F. Marin (201) 879-5313
2 O k-8) 7

EAST HANOVER TOWNSHIP
James J. Mariani (201) 887-8810
1 D (4-8)
5e D

FLORHAM PARK
Lawrence J. Ossi (201) 377-0547
1 O (6) 7

HANOVER PARK REGIONAL HIGH SCHOOL
Harold J. Panko (201) 887-0300
Cyril Rickwalder (201) 887-300
2 O (9-12)
3b, 3c, 3d D & O (9-12) 7

KINNELON
Frank Phillips (201) 838-5500
2 O (6, 7, 8)

LINCOLN PARK
Dr. Daniel J. Graser (201) 696-5500
3a, 3b O (k-8)

MADISON
Gertrude G. Tempe (201) 377-5323
1 D & O (1-12) 7
2 D & O (1-12) 7
3e O
4a O (10-12) 7

MENDHAM TOWNSHIP
T. Blasko (201) 543-7107
2 D & O (k-6) 7
3a, 3b, 3c O (5, 6) 7
5a, 5b, 4c O 7
6 D (6-8) 7

MORRIS HILLS REGIONAL DISTRICT
Frank Delaney (201) 627-3500
1 O (10-12) 7

MOUNT ARLINGTON
Anthony F. Gonnella (201) 398-4400
2 O (8) 7
3c O (8) 7

MOUNTAIN LAKES
Carl Seibert (201) 334-8280
1 D
3e D
4h D
5e D
6 D

MOUNT OLIVE TOWNSHIP
George E. Dakis (201) 347-3822
1 O (5) 7
3b, 3d O (6, 7, 8) 7
5a, 5b D 7

PARSIPPANY-TROY HILLS
Clifford Williams (201) 334-9090
Anne Lovas
1 O (6) 7
3a, 3b, 3c, 3d D (6) 7
John E. Sheehy (201) 334-9090
4a, 4c, 4d, 4g D (11-12) 7
5a, 5b, 4c, 5d D 7
6 D 7

PASSAIC TOWNSHIP
Lou Hinds (201) 647-2313
Vincent Moretta
1 D (k-8) 7
3a O
4a O (4) 7
6 WO

RANDOLPH TOWNSHIP
Elmer Dey (201) 361-2400
1 D (7, 9, 10) 7
3a, 3b, O (9-12) 7
4a, 4f O (7, 10, 11) 7

ROCKAWAY BOROUGH
E. Graves (201) 627-2440
1 O (6) 7
J. Esposito (201) 627-2440
3a, 3b, 3c, 3d O (5-8) 7
Graves/Esposito
5a, 5b O 7

ROXBURY TOWNSHIP
Carol Corby (201) 584-8125
2 D (9-12) 7
3e D (k-12)

MORRIS COUNTY VOCATIONAL TECHNICAL SCHOOL
F. Constable (201) 627-4600
2 O (adult, post-high) 7
3b, 3c O
4a, 4c, 4e D (adult)
E. Moran (201) 627-4600
5d D

OCEAN COUNTY

BERKELEY TOWNSHIP
Robt. Remppies (609) 269-2234
3c O (5) 7

BRICK TOWNSHIP
John Crescenzo (609) 477-3030
1 D & O (7, 8)
3d O (6-8)
Oscar Weissberg (609) 477-2800
4a O (9-12)

CENTRAL REGIONAL HIGH SCHOOL
Herman W. Cooper (609) 269-1100
1 D & O (11, 12) 7
2 D & O (11, 12) 7
4f D (11-12)

EAGLESWOOD TOWNSHIP
A. T. Shlinchak (609) 597-3663
3a, 3b O (k-8) 7

JACKSON
E. Elms (609) 364-3889
** D (k-5)*
Mr. Freda (609) 928-1400 ext. 204
3b, 3c O (k-5) 7
4a, 4b, 4c, 4g O (k-5) 7
5a, 5b O 7

POINT PLEASANT BOROUGH
Alfred Freer (609) 892-7373
1 O (k-8)

SEASIDE PARK
Thomas McNearny (609) 793-0177
** D (k-6)*
5e O

TOMS RIVER REGIONAL SCHOOL DISTRICT
Walter Doherty (609) 341-9200 ext. 21
1 O (4-6) 7
3b, 3c, O (4-6) 7
4a, 4c, 4g, 4h O (4-6)
5b O 7
6 O (4-6)

TUCKERTON
Michael V. Fogg (609) 296-2858
2 O (k-6)
3b O (k-6)

OCEAN COUNTY VOCATIONAL TECHNICAL SCHOOL
William R. Irving (609) 349-8425
2 O (adult)

PASSAIC COUNTY

CLIFTON
Raymond E. Royal (201) 772-4500
1 O (k-12) 7

NORTH HALEDON
Dr. Jos. E. Kutner (201) 427-1483
2 D (5, 6, 8) 7
3e D (5, 6) 7

PASSAIC
Elaine Colacurcio (201) 777-3551
3a, 3b, 3d O (10) 7
6 D

POMPTON LAKES
J. S. Maccaro (201) 835-2221
4a, 4f O
6 O

WAYNE
Roger Hawkins (201) 694-8600
1 D (k-6) 7
2 O (k-6) 7
3b, 3c D & O (k-6) 7

WEST MILFORD
Ruth Chrekjean (201) 697-4785
4a, 4c, 4d, 4e, 4f D (k-12)
5 D
6 D

WEST PATERSON
A. Baumann (201) 256-5800
3a, 3b O (k-8) 7
3c D (6) 7
5b O

PASSAIC COUNTY VOCATIONAL TECHNICAL SCHOOL
H. Campbell (201) 742-6000
1 D (9-10) 7

SALEM COUNTY

MANNINGTON TOWNSHIP
Mark Durand (609) 935-1078
3b, 3c, 3d D & O (5) 7

SALEM
Granville Thomas (609) 935-3800
3b, 3e O (6)
5a, 5b WO

SALEM COUNTY VOCATIONAL SCHOOL
Victor C. Rogers (609) 299-2100
2 D & O (13, 14) 7

SOMERSET COUNTY

BERNARDS TOWNSHIP
Robert Kopecky (201) 766-1014
1 D & O (k-6)
2 D & O (7-12)
Harry Evans (201) 766-2656
3b O (7) 7
4h D

BERNARDSVILLE
J. Taylor (201) 766-3240
** D (k-6)*
3e D (k-6)
6 D
Torry Froisland (201) 766-3400
1 O (9)
2 O (9)

BRIDGEWATER-RARITAN REGIONAL SCHOOLS
J. T. Schmidt (201) 658-3522
3a, 3b D (3, 4, 5) 7
Lee Taylor (201) 722-1500 ext. 65
5a, 5b D

FRANKLIN TOWNSHIP
David Haslam (201) 249-3900
1 O (k-6) 7
Jack River (201) 297-3427
3c O (6) 7

HILLSBOROUGH TOWNSHIP
Alan M. Rosenlicht (201) 357-5146
1 D & O (5) 7
3a O (k-8) 7
Robert Gulick (201) 359-5115
1 D & O (8) 7
William Koy (201) 359-8511
2 O (9, 10) 7
Janet James (201) 359-8511
2 O (9)

NORTH PLAINFIELD
Arlyne Fricchione (609) 754-2200
2 O (10)
6 O (9-12)

SOMERVILLE
Joseph Vollmer (201) 725-0818
** D & O (k-12)*

SOUTH BOUND BROOK
Elsie Giberson (201) 356-1936
3d D & O (5) 7
6 D (5)

SOMERSET COUNTY VOCATIONAL TECHNICAL SCHOOL
Michael Fichera (201) 526-8900
2 D (13, 14) 7
4a, 4b, 4c, 4d, 4e, 4f D (13, 14)
F. R. McMullen (201) 526-8900
6 O (adults) 7

SUSSEX COUNTY

BRANCHVILLE
Robert Haight (201) 948-3230
3a, 3b O (k-8)

FRANKLIN
Howard Embleton (201) 827-9775
2 O (11, 12) 7
4a, 4c, 4f D (11, 12)

HARDYSTON TOWNSHIP
John Tyler (201) 827-3600
1 D (1-5) 7
2 O (6-8) 7

HOPATCONG BOROUGH
Donald Kay (201) 398-6530
Donald Hatosy
Carl Fox
1 D & O (9, 10)
2 D & O (9, 10)
3c, 3d D (6)
5b O 7
Rose Proia (201) 398-6530
4a O (11-12)

HIGH POINT REGIONAL HIGH SCHOOL
John Killay (201) 875-3102
2 O (9-12) 7

SPARTA
Dr. Arlene B. Jorgenson (201) 729-7174
1 D & O (k-12)
3b, 3c, O (6, 8, 10) 7

STANHOPE
Mrs. Craig (201) 347-0008
1 O (3-8)
3c O (6) 7
4a, 4c, 4d, 4e, 4g O (3-8) 7
5b O

VERNON TOWNSHIP
Rudolph Parella (201) 764-4041
1 O (5-8) 7
3c O (6) 7

SUSSEX COUNTY VOCATIONAL TECHNICAL SCHOOL
Ken Marron (201) 383-6700
George Meyers/Fred Harnett
1 D (9-12) 7
2 O (11-12) 7
3a, 3b, 3c, 3d D & O (9-12) 7
4a, 4b, 4c, 4d, 4e, 4f, 4g D&O (9-12)7

UNION COUNTY

CLARK
Philip Foster (201) 388-5000
1 O (k-8) 7
3a, 3c O (4, 5, 8) 7

CRANFORD
Sylvia Halpern (201) 276-7500 ext. 26
1 D & O (8-12) 7
2 D & O (8-12) 7
3a, 3b, 3c, 3d D & O (7-10) 7
4a, 4b, 4c, 4e D (9-12)
5c D 7
6 D & O
A. E. Fenik (201) 276-7500
1 O (4-6) 7
2 O (4-6) 7
3a, 3b, 3c, 3d D & O (k-6) 7
5a, 5b D 7
6 D & O (4-6) 7

ELIZABETH
E. J. Thompson (201) 353-2200
1 O (11, 12) 7
2 O (11, 12) 7
3a, 3b, 3d D & O (k-12) 7
4a, 4b, 4d, 4g D (9-12)

GARWOOD
Russell F. Warner (201) 789-0331
3a, 3b, 3d, O (6, 7) 7
3c D (6, 7) 7
6 D (6-8) 7

HILLSIDE
Rose Tahnten (201) 923-9494
Dr. John Lopresti (201) 923-[illegible]
Dr. George Lill (201) 923-2601
David Harris (201) 352-5662
1 O (5, 6, 7) 7
3c O (7) 7
Charles Kennington (201) 352-7662
4a, 4b, 4c, 4d D

LINDEN
Lawrence Kinsella (201) 486-5818
1 O (k-12) 7
3b, 3d O (6)
5a, 5b WO 7

MOUNTAINSIDE
Edwin R. Stonell (201) 232-8828
3c O (5) 7

NEW PROVIDENCE
S. Guadagnino (201) 464-4700
S. Combs
2 O (11, 12) 7

SCOTCH PLAINS-FANWOOD
Donald Peck (201) 889-4300
1 D & O (5-7, 10-12) 7
3b, 3d, 3e D & O (5-7, 10-12)

SPRINGFIELD
Dr. Jos. Tamburo (201) 376-1025
3a, 3b, 3c O (5)
5a, 5b, 5c D
6 D (k-8)

SUMMIT
Janet Geckeler (201) 273-1190 (k-9)
Mary Rose Neff (201) 273-1494 (10-12)
2 D & O (k-12)
3a, 3b, 3d D & O (k-12) 7
3c D & O (10-12) 7
4a, 4c O (9-12)
6 O (k-12)

UNION TOWNSHIP
Charles F. Murphy (201) 688-1200 ext. 242
1 D & O (1-11) 7
2 D & O (1-11) 7
4a, 4c, 4d, 4e, 4f D & O (1-11) 7
5a, 5b, 5c, 5d D & O (1-11) 7
6 D (1-11) 7

WESTFIELD
Doris Peterson (201) 232-0990
3b D (k-6)

UNION COUNTY VOCATIONAL TECHNICAL
George Baxel (201) 889-2000
2 O (13, 14)

WARREN COUNTY

FRELINGHUYSEN TOWNSHIP
G. S. Graffam (201) 362-6319
1 O (6) 7
3a, 3b D (6)
3c O (6)
5b O

HACKETTSTOWN
Robert Enz (201) 852-6900
2 D & O (k-4) 7
3b, 3c, 3d D (k-4)
4a, 4c, 4d, 4f D (k-4) 7
5a D & O

LOPATCONG
Salvatore Drago (201) 859-0800
1 D (k-8)
3b, 3c D (6-8)
5a, 5b, 5c D

LIST OF COUNTIES BY REGION

AND NUMBER OF DISTRICTS IN EACH COUNTY

NORTHERN REGION

COUNTY	NUMBER OF DISTRICTS
Bergen	76
Essex	23
Hudson	14
Morris	42
Passaic	20
Sussex	23
Total	198

CENTRAL REGION

Hunterdon	29
Middlesex	25
Monmouth	55
Somerset	22
Union	21
Warren	26
Total	178

SOUTHERN REGION

Atlantic	25
Burlington	44
Camden	42
Cape May	18
Cumberland	15
Gloucester	28
Mercer	10
Ocean	29
Salem	14
Total	225

NON-PUBLIC SCHOOL PROGRAM DESCRIPTION

PROGRAM DESCRIPTION CODE

CODE	EXPLANATION
	Type of Program
*	Program reported, respondent did not indicate Interdisciplinary or Subject Oriented
1	Interdisciplinary
2	Subject Oriented
3	Specific Activity
3a	Single Day
3b	Field Trip
3c	Resident (Camp)
3d	Eco-Action Club
3e	Other/Not Indicated
4	Monitoring
4a	Fresh Water
4b	Sea Water
4c	Air
4d	Noise
4e	Solid Waste
4f	Sewage
4g	Transportation
4h	Other/Not Indicated
5	In-service
5a	Primary
5b	Intermediate
5c	Junior High School
5d	Senior High School
5e	Other/Not Indicated
6	Cooperative Community Program
7	Curriculum Material of Local Origin
	Status of Program
D	Program being developed
O	Program being offered
WO	Program was offered, now discontinued
	Level of Program
( )	Grade Level

PROGRAM DESCRIPTION CODE EXAMPLE

ST. ALOYSIUS	= Name of School
Jerseyville, New Jersey	= Location
John Jones (201) 345-6789	= Contact Person and Phone Number
1 O (9-12) 7	*1* = Interdisciplinary Program *O* = Program being offered *(9-12)* = Grade level *7* = Curriculum material of local origin
3b, 3c D (k-6)	*3b* = Field trip program *3c* = Resident camp program *D* = Programs being developed *(k-6)* = Grade level

NON-PUBLIC SCHOOL PROGRAM DESCRIPTION

The non-public schools in New Jersey were surveyed at the same time as the public schools, utilizing the same survey questionnaire. A total of 788 individual schools were identified from State Department of Education records and were mailed surveys.

By June 1972, a total of 41 responses were received, and of these, 17 reported either developing or offering programs. These schools are listed below with their reported program activities indicated.

ATLANTIC COUNTY

ST. AUGUSTINE HIGH SCHOOL
Richland, New Jersey
John Mahoney (609) 691-3320
3a D (9-12)
Mr. Maniuso (609) 822-3967
4e D (9-12)
Rev. Steven La Rosa (609) 697-2600
5d D

HOLY SPIRIT HIGH SCHOOL
Absecon, New Jersey
Albert Siedlecki (609) 646-3000
2 D (11, 12) 7

BERGEN COUNTY

OUR LADY OF PERPETUAL HELP
Oakland, New Jersey
Sister Regina Consuela (201) 337-6574
3d O 7

SADDLE RIVER COUNTRY DAY SCHOOL
Saddle River, New Jersey
C. Kennett (201) 327-4050
2 O (8, 10)
3a, 3b, 3d, 3e O (all grades)

ST. ANNE'S SCHOOL
Fair Lawn, New Jersey
Frank E. Gorman (201) 796-3353
3d D (6-8)
4a, 4d, D (6-8)

CAMDEN COUNTY

ARCHWAY SCHOOL
Atco, New Jersey
Howard Van Dijk (609) 767-5757
2 D & O (7-12) 7
3e O (7-12)
4a, 4c D (7-12)
5e D

QUEEN OF HEAVEN SCHOOL
Cherry Hill, New Jersey
Jos. A. Auletto (609) 429-2605
1 O (6-8) 7
4c, 4d D (7, 8) 7

STRATFORD ACADEMY
Stratford, New Jersey
Richard Frick (609) 783-0029
2 O (4-8)
3b, 3e O (4-8)

CAPE MAY COUNTY

WILDWOOD CATHOLIC HIGH SCHOOL
Wildwood, New Jersey
Rosalie Guida (609) 522-7257
1 D (9-12) 7
4b, 4c, 4d, 4f D (9-12)
Philip Heck (609) 522-7257
3d O (9-12) 7
5e D

ESSEX COUNTY

EAST ORANGE CATHOLIC HIGH SCHOOL
East Orange, New Jersey
Wanda Robek (201) 674-4200
2 D (9-12)
M. Merva (201) 674-4200
3a, 3b O (9-12) 7
4a, 4h O (9)

HUDSON COUNTY

ROGOSIN YESHIVA HIGH SCHOOL
Jersey City, New Jersey
Mrs. Dorothy Lane (201) 798-0055
2 O (9) 7
3b, 3d O (9-12)

MERCER COUNTY

CATHEDRAL HIGH SCHOOL
Trenton, New Jersey
Abraham L. Levin (201) 396-7055
2 D & O (11)

MONMOUTH COUNTY

CHRISTIAN BROTHERS ACADEMY
Lincroft, New Jersey
Brother James Farrell (201) 747-1959
2 D (10, 12) 7
3e O (12) 7
4a, 4b, 4f D (9-12) 7

MORRIS COUNTY

BONNIE BRAE FARM FOR BOYS
Millington, New Jersey
Mr. Francis Huber (201) 647-0800
2 D (k-8)
3e D
4h D
5e D
6 D (k-8)

PASSAIC COUNTY

YAVNEH ACADEMY
Paterson, New Jersey
Arlyn Weiss (201) 262-0843
2 D & O (7, 8) 7

SOMERSET COUNTY

FAR HILLS COUNTRY DAY SCHOOL
Far Hills, New Jersey
Prentice K. Stout (201) 766-5826
2 O (7, 8, 9) 7

RUTGERS PREP
Somerset, New Jersey
H. B. Dickson (201) 545-0024
1 D & O (k-7)
3a, 3b, 3d D
4a D
August Daviet
2 O (10)
4a, 4h D (8-12)
James Morrill
3a, 3d O (8-12)
6 O 7

New Jersey Environmental Education Act

The following Environmental Education Act was passed August 4, 1971, by the General Assembly of the State of New Jersey.

AN ACT providing for the promotion, establishment, and operation of local school district environmental education programs, the establishment and operation of a network of Regional Environmental Education Facilities and Centers for the purpose of providing environmental education programs for public and non-profit school students and teachers, for the establishment and operation of a network of Environmental Education Curriculum Research and Development Centers, and making an appropriation.

BE IT ENACTED by the Senate and General Assembly of the State of New Jersey:

1. This act shall be known as the "Environmental Education Act."

2. The Legislature finds and declares:

a. The concern for the environment of man has become a dominant social issue of our time;

b. Since New Jersey is the most highly urbanized and the most industrialized State in the Nation, it serves as a microcosm of the entire country, and shows abundant evidence of environmental breakdown;

c. New Jersey's environmental crisis is not limited to tangible pollution problems;

d. The State Departments of Education and Environmental Protection have specific interest in improving education as a force for environmental quality;

e. The public and Legislature have expressed their concern by the passage of the Green Acres Bond Act of 1961, the Water Bond Act of 1969 and the establishment of a Department of Environmental Protection; and

f. It is a prime objective to create an environmentally literate citizenry who understand their interdependence with and responsibility for the total environment, and who possess the knowledge and concern to solve existing problems and to prevent future ones.

3. The Commissioner of Education is hereby authorized and directed to promote the establishment and operation of local public and non-profit elementary and secondary school environmental education programs, and to assist in the development of such programs.

4. The Commissioner of Education in consultation with the Commissioner of Environmental Protection is hereby authorized to designate and operate and develop Regional Environmental Education Centers and facilities for the purposes of assisting in the development of environmental education programs in each school district and providing environmental education instruction to public and non-profit elementary and secondary students and teachers.

5. Any public or non-profit educational agency may apply to the Commissioner of Education for designation as a Regional Environmental Education Center.

6. Courses of study and schedules of fees of Regional Environmental Education Centers shall be subject to the approval of the Commissioner of Education and the State Board.

7. Instruction at Regional Environmental Education Centers shall include, but not be limited to the study of man and his environments, and problems of environmental pollution, erosion and survival as they relate to the fields of ecology and other sciences, social sciences, language arts, mathematics, the arts and humanities.

8. Any public or non-profit school in the State may arrange its schedule in accordance with rules of the Commissioner of Education so that all elementary and secondary school pupils may utilize the services and facilities of an environmental education center; and any school, except such school as is operated for profit in whole or in part, may, upon application, cause its pupils to utilize the services and facilities of a Regional Environmental Education Center.

9. Upon proper application submitted to the Commissioner of Education by the local school district, the Commissioner is authorized, subject to available appropriations, to enter into agreements with, and to make cost sharing grants of money to local school districts New Jersey Public Broadcasting Authority or Regional Environmental Education Centers for the purposes of assisting in the costs of services for local student participation and other education services provided by the Regional Environmental Education Centers and the New Jersey Public Broadcasting Authority.

10. Upon proper application submitted to the Commissioner of Education by a local school district, the Commissioner is authorized, subject to available appropriations to enter into agreements with, and to make grants of money to such local school district for the purpose of paying half of the cost of constructing and equipping local environmental education facilities.

11. Stepping Stone Environmental Education Center at Branchville, the Conservation and Environmental Studies Center at Browns Mills, and the Sandy Hook Environmental Education Center, by virtue of their long standing and demonstrated capability aided by nearly $2,000,000.00 in Federal grants, are hereby designated as Environmental Education Curriculum Research and Development Centers for the purpose of providing to local, public and non-profit school districts services such as, but not limited to, development and dissemination of curriculum materials, teacher training, demonstration pilot programs, guidance in facility development and use, and consultative services to municipal conservation commissions and other environmental interest groups. The Environmental Education Curriculum Research ond Development Centers shall concentrate their research and curriculum development efforts on problems related to pollution, erosion, land use, ecology, survival and related natural, physical and social sciences.

12. The Commissioner of Education with the approval of the State Board of Education shall:

a. Make rules and regulations for the establishment and operation of the Environmental Education Curriculum Research, and Development Centers for the purpose of providing for local, public and non-profit school services such as, but not limited to, development and dissemination of curriculum materials, teacher training, demonstration pilot programs, guidance in facility development and use, and consultative services to municipal conservation commissions and other environmental interest groups. The Environmental Education Curriculum Research and Development Centers shall concentrate their research and curriculum development efforts on problems related to pollution, erosion, land use, ecology, survival and related natural, physical and social sciences.

b. Employ such personnel as may be necessary to carry out the purposes of the act.

13. There is hereby appropriated to the Department of Education the sum of $100,000.00 for the purpose of carrying out the purposes of this act through June 30, 1972, the expenditure of which shall be conditioned upon approval of at least an equal amount of Federal funds.

14. This act shall take effect immediately.